

## **Assessment of the Implementation of the Kindergarten Act of 2012: A Policy Reformation of a Public Elementary School in Mabalacat City**

**Conrad M. Buerkley, LPT, MAEd**

*Mabalacat City College*

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*The main purpose of this study was to assess the implementation of the Kindergarten Act of 2012 through a triangulation of views of school administrator, teachers and parents. A concurrent triangulation mixed method design was used to determine the objectives of the study. There were 20 parents considered by set requirements of the researchers as the key informants. The school principal and the six teacher-advisers teaching in the kindergarten program were interviewed to determine their viewpoints on the implementation of the Kindergarten Act of 2012. The outcome of this study will be beneficial to strengthen the kindergarten policy and it will also help the kindergarten teachers and the school principals in assessing their own implementation of the program.*

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*Keywords: Kindergarten Policy, Kindergarten Implementation, kindergarten Act of 2012, Kindergarten Curriculum*

### **Introduction**

The trends in the teaching and learning process were changing rapidly and the environment is also changing. Success is not permanent and the old rules no longer apply in this changing environment. The liminal space of transformation is crucial to meet the demands of globalization and the so-called public value. There are questions in mind that need to be answered to uplift individual productivity, such as how one will make the learners productive and be transformed to be productive citizens of the country? The collective behaviors of the individuals are now crucial towards achieving their desired goals/dreams in life. How can their lifestyle be improved? Social problems in general don't have a perfect solution; rather copying educational system in the country is vital fitting the needs of the individual Filipinos in the country, the Philippines, in the system of education under the implementation of the Kindergarten Act of 2012 or otherwise known as the Republic Act 10157 which recognizes that preschool age is an age when children are naturally primed to learn. Because of this law, mother tongue was used as the medium of instruction for kindergarten pupils.

Equipping the students with core competencies starts at the preschool age (Calderon, 2014). This is supported by the Early Childhood Education pioneers like Friedrich Froebel and Maria Montessori. Furthermore, according to the latter, a child is left behind his peers when his learning of the essentials is put off until the age of seven. In line with this, N. Gerry House (2007) said that the greatest thing society can provide as service to its people is educating its children in quality preschools. According to Caroly, et al. (2008), there are serious setbacks if a child does not become a reader by grade 3. It is in this premise that the researcher liked to dig deeper in assessing the challenges, issues and problems encountered during the implementation of the said program by using the concurrent triangulation mixed method designed as a scholastic research output.

The modernization model of McChelland particularly its content and process approach was also considered by the researcher as one ingredient to enhance and resolve the challenges, issues and problems in the implementation of the Kindergarten Act of 2012.

In achieving society there are three (3) learning needs under the McChelland modernization principles and these are (1) achievement, (2) affiliation, and (3) power and, for the process approach, there are (a) Equity theory, (b) Expectancy theory, and (c) Goal setting theory

Following the aforementioned, the researcher was motivated to determine the implementation of the Kindergarten Act of 2012, a case of a public elementary school in Mabalacat City, as viewed by the school administrator, parents and teachers of the kindergarten pupils at Mauaque Resettlement Elementary School, Mauaque, Mabalacat City Pampanga, the main local of the study.

## **Methodology**

### *Research Design*

The study used the concurrent triangulation mixed methods design to assess and analyze the objective of the study, which is the implementation of the Kindergarten Act of 2012, a case of a public elementary school in Mabalacat City as viewed by the school administrator, parents and teachers. Qualitative phase and quantitative phase were conducted at the same time and an equal emphasis was given to both approaches for the qualitative and quantitative part.

According to Creswell and Plano Clark (2007) mixed method research is the use of quantitative and qualitative approaches in combination that provides a better understanding of the given problems than simply using either approach. Thus, this study utilized a mixed method concurrent triangulation design using a validating quantitative data model.

Concurrent triangulation, according to Creswell (2011), is the merging of two data sets, typically bringing the separate results together in the interpretation or by transforming and integrating the two data types during the analysis.

### *Participants/ Respondents*

The study used the purposive judgmental sampling in selecting the key informants. The key informants were chosen among the 311 kindergarten parents as the respondents of the study. The following qualifications were considered: (1) the parents must have a kindergarten child presently enrolled in the locale of the study, and (2) the parents must be college graduates or college undergraduates. The criterion on educational attainment was used since the survey tool had many technical wordings that the researchers believed would be understood by the selected 30 parents who passed the said qualification. The school administrator was the main participant of the study as well as all the kindergarten teachers in the locale of the study.

### *Instrument*

The study used an open-ended survey item questionnaire, with focus group discussion (FGD) for the qualitative part of the research, as well as the (FG) focus discussion and a survey questionnaire for the quantitative part of this manuscript analyzed and interpreted both data at the same time as floated. The

survey questionnaire tool was validated by three (3) experts in the field of research – a Doctor of Education (ED.D.) degree holder, an educational program specialist coming from the division office, and a program supervisor in Kindergarten – who were approved by the research committee. Further, the tool was administered in other school for its validity and reliability. Finally, revisions, suggestions and recommendations were considered to formulate the final survey questionnaire tool.

### *Statistical Treatment*

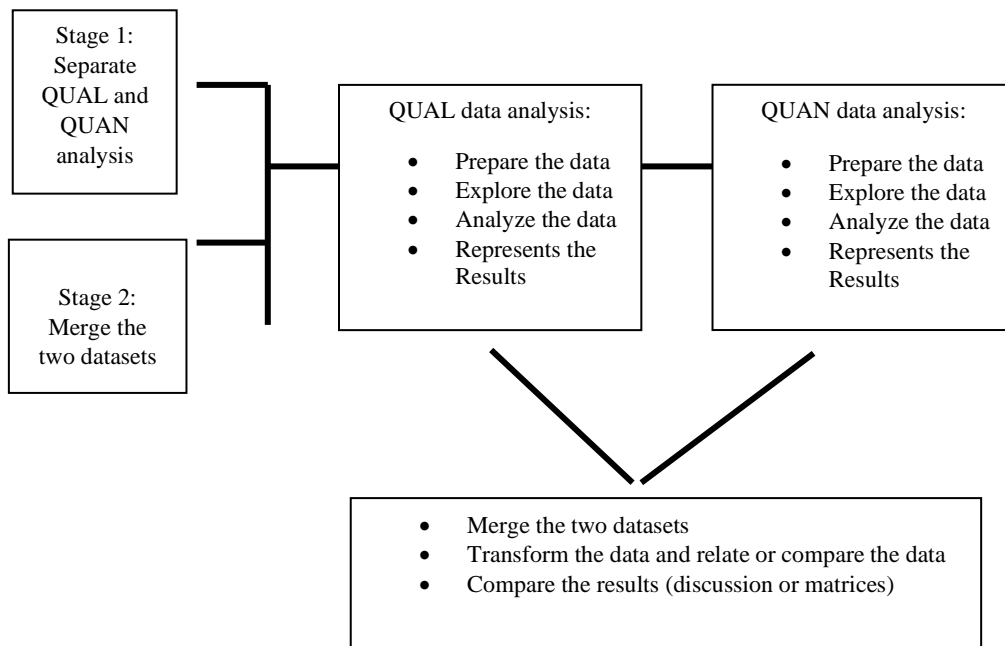
#### Quantitative

The data were analyzed using frequency and percentage distribution. The frequency and percentage distribution were used to determine the views of the parents.

#### Qualitative

The participants' interviews were transcribed, coded, and analyzed to identify the themes and their categorization.

A mixed method concurrent triangulation design using a validating quantitative data model for a clearer picture of the flow of the procedure was utilized by the researchers.



*Figure 1. Data Analysis of the Study*

### **Results, Findings and Discussion**

Comprehensively analyzed and interpreted with discussion alongside them, the following tables represent the overall results of the study.

*Results of the Parents as Key Informants*

*Table 1. Implementation of Kindergarten Education Program in the Enrolment Requirements*

<b>Category Enrolment Requirement</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
1. There is enough information about the enrolment of kindergarten	28	93.33%
2. Only Children who are 5-year-old by June 1 on the same year are accepted for enrolment	30	100%
3. Children who will be 5-year-old from June 2 to August 31 are eligible for enrolment provided they passed the Early Childhood Development Test	25	83.33%
4. A certificate of live birth issued by the PSA or baptismal certificate is required	27	90%
5. Six-year-old children who were not able to attend kindergarten Summer Program (KSP) shall be enrolled in Grade 1 provided they will undergo eight-week Curriculum readiness and foundation skills	28	93.33%
6.No Five-year-old child is refused enrolment.	25	83.33%
7.The school accepts eligible children with special needs, Person with disability and the like.	30	100%

Table 1 presents the data on enrolment requirements. This clearly shows that the parents are well informed about the enrolment of Kindergarten – from age requirements to the documents needed. This manifests that the school’s information dissemination program was effective with the strong leadership of the school administrator.

*Table 2. Implementation of Kindergarten Education Policy in the Kindergarten Education Program*

<b>Category Kindergarten Education Program</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
1. A kindergarten teacher handles two classes	30	100%
2. The size of the class for kindergarten is 25-30 enrollees per class	30	100%
3. There is head start program for the Gifted and Talented kindergarten children	30	100%
4. There is a fast learners Class.	10	33.33%
5.Early Intervention Program for Children with disabilities is implemented	1	0.03%
6.There are enough kindergarten teachers handling kindergarten classes	29	96.66%

7.The classrooms are appropriate for kindergarten pupils	29	96.66%
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Table 2 presents the Kindergarten Education Program. Five items received high percentage. This manifests that respondents are aware of the loads of teachers, the number of teachers and the appropriateness of the classroom. Alarming only 1 or 0.03% checked on item 5 which means that majority of the parents are not aware if the school has early intervention program for children with disabilities. The respondents are also not aware if the school offers fast learner classes. Barnett (2010) stated that the high-quality preschool program benefits children from middle-income families and a number of large-school studies demonstrate that participation in high quality center-based pre-K program positively influences all children in Kindergarten readiness. Thus, in the Philippines, the early interventions program (EIP) for children with disabilities are being implemented and the parents are not aware with this program. This resulted to poor orientation from the school, the kindergarten teachers and/or the Department of Education (DepEd) implementers. Further, this is a clear ironic case in the educational system in the Philippines. Schools are accepting children with special needs, person with disabilities and the like while DepEd and the school have no early intervention program for children with disabilities.

*Table 3. Implementation of Kindergarten Education Program in the Instructions: Teaching Methodologies and Strategies*

<b>Instructions: Teaching Methodologies and Strategies</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
1.The medium of Instruction is Mother Tongue	25	83.33%
2.The school follows the blocks of time class program	25	83.33%
3.The school follows the 40-week Kindergarten Program	27	90%
4.Instructional materials are localized.	20	66.66%
5.The learning program is child-centered. It promotes the holistic way by which Children grow and develop, and recognizes the role of families and communities.	30	100%
6.The learning program helps develop the intellectual, emotional, psychomotor, spiritual, and social aspects and sustains the interest of active learning of all young children.	26	86.66%
7.The teacher uses various learning activities and uses multimedia technologies, such as interactive radio, audio/or video content, and information and communications technology.	28	93.33%

Table 3 shows 100% of the 1 out of 7 questions in the instructions: Teaching Methodologies and Strategies category. While 20 or 66.66% of the 1 out of 7 gave the least resulted item with the instructional materials that need to be localized. In the context of the University of Malaya, Malaysia, one

of their strong objectives is to acquire communication and to communicate using Bahasa Malaysia, the mother tongue of the country, to localize the context in everyday life. Similarly, the results give a clear inference that the implementation of this category should be increased in terms of the teacher's instructional materials.

*Table 4. Implementation of the Kindergarten Education Program in the Learning Assessment*

<b>Category Learning Assessment</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
1.Assessment is done to monitor learning.	30	100%
2.The parents are informed of the child's progress.	30	100%
3.Assessment is done on a regular basis.	26	86.66%
4.The family and community are informed of the general outcomes of learning to encourage cooperation and partnerships.	30	100%
5.The teacher use qualitative or non-numerical grading in measuring performance.	30	100%
6.Checklists are used to keep track of and record learners' competencies.	20	66.66%
7.Philippine Early Childhood development (ECD) checklist was administered in the beginning of the school year.	20	66.66%
8.The teacher has portfolio (a collection or compilation) of the children's output.	30	100%
9.The portfolio of the pupil is presented every quarter to the parent during PTA conference.	25	83.33%
10.Teacher gives certificates or ribbon to pupils who show significant achievements every quarter.	29	96.66%
11.There is an annual recognition to pupils at the end of the school year.	30	100%
12. Learners who complete Kindergarten are promoted to Grade 1.	30	100%

Table 4 shows 100% of the 7 out of the 12 questions on the learning assessment category. While 2 out of 12 questions gave the least item that resulted to 20 or 66.66% on the Checklist and the Early Childhood Development checklist that are not cleared. The Department of Education Order Number 8 series of 2016 mentioned that the kindergarten learning assessment is by a checklist and anecdotal records only. This infers that the parents of the kindergarten are not aware with the checklist and the ECD checklist of the K-12 implementation in terms of learning assessment.

*Table 5. Implementation of the Kindergarten Education Program in the Learning Resources and Instructional Materials*

<b>Category Learning Resources and Instructional Materials</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
1.There is enough Instructional materials for children.	27	90%
2.There are manipulatives (tables blocks,	30	100%

lacing beads, tangrams, counting frame, pictures, dominoes, puzzles, etc. in the classroom.		
3. There are supplementary reading materials (story books).	30	100%
4. There are songs and rhymes in CD/DVD.	30	100%

Table 5 shows 100% of the 3 out of 4 questions on the learning resources and instructional materials category. While 1 out of 4 or 27 or 90% the least resulted item falls on instructional materials. According to Dr. Nor of the University of Malaya in Malaysia in his vision on 2030, one of his main priorities is the innovation and transformation in human resources and pedagogy to meet the desired goals. The researcher infer that the best instructional material is the teacher. Thus, it is given priorities to know to the parents and increase their self-esteem, salary scheme and the feeling of belongingness as a noblest profession in the country, the Philippines.

*Table 6. Implementation of the Kindergarten Education Program in the Learning Space*

<b>Category Learning Space</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
1. The school has play area for children.	20	66.66%
2. The classroom arrangement allows engaging experiences in reading, writing, listening, dramatic play, numeracy, and the natural environment.	20	66.66%
3. There is one teacher per kindergarten classroom.	30	100%
4. Kindergarten classrooms are located on the ground floor.	30	100%
5. The kindergarten classrooms are near the gate of the school.	30	100%
6. There are five tables and 30 chairs in each classroom.	30	100%
7. There is drinkable water.	30	100%
8. There are toilets near the classroom.	30	100%
9. There are handwashing areas available.	30	100%
10. Classrooms are properly ventilated.	30	100%

Table 6 shows 100% of the 8 out of 10 questions in the learning space category. While 20 or 66.66% of the 2 out of 10 questions gave the least item, which are the school play area and the classroom arrangement. This means that the parents are not that aware of the learning space aspect of implementation of the Kindergarten Act of 2012.

*Table 7. Implementation of the Kindergarten Education Program*

<b>Category</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>A. What Do You Consider as The Best Qualities of The Kindergarten Program?</b>		
1.Children learn different nursery rhymes and songs. Singing and playing are the basic needs of a child in his/her early stage in schooling.	30	100%
2. They were given a nap time for them to easily cope up between the environment in school and at home.	30	100%
3. They hear new stories that will develop the imagination of the children.	20	66.66%
4. The children have freedom in dealing with their classmates to enhance their communication skills.	15	50%
5. The activities were designed to develop the child holistically, especially in using manipulative learning materials.	20	66.66%

The table shows that all parents replied that the best qualities of the kindergarten were (1) children were given a nap time for them to easily cope up between the environment in school and at home and (2) children learn different nursery rhymes and songs. Singing and playing are the basic needs of a child in his/her early stage in schooling. Half of the respondents answered that the least quality of the implementation that they prefer is that children have freedom in dealing with their classmates to enhance their communication skills.

*Table 8. Implementation of the Kindergarten Education Program*

<b>Category</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>B. What Part of The Program You Think Should Be Revised?</b>		
1. Additional time.	10	33.33%
2. Hire teacher aide	25	83.33%
3. The kindergarten should at least learn how to read and write.	10	33.33%
4. Reading, writing and Arithmetic should include in the curriculum of the kindergarten program.	20	66.66%
5. Mother tongue should not be used as the primary language in the kindergarten because they will have a hard time in expressing their self in the transitional period of their schooling (primary to intermediate) as Tagalog and English.	20	66.66%



Table 8 shows that 10 (33.33%) out of 30 recommend the increase of time spent by the learners in the school so the kindergarten pupils at least learn how to read and write. 25 parents (83.33%) felt the need to hire teacher aide. 20 (66.66%) out of 30 parents noted that mother tongue should not be used as the primary language in the kindergarten because children will have a hard time in expressing their selves in the transitional period of their schooling (primary to intermediate) as Filipino and English are the common languages used in the community.

### Qualitative Data Analysis

*Table 9. Matrix of Themes and Categories Describing the Best Practices in Enrolment*

<b>Themes</b>	<b>Categories</b>	<b>Codes</b>
Enrolment	Information Dissemination	Interview Posters/Tarpaulin Campaign Procedure

Table 9 presents the current practices of the participants as per enrolment. The participants agreed that the information dissemination for the enrolment is effective on following the enrolment guidelines and requirements. However, the changes in the acceptance of the age cut-off must be fixed because every year the age cut-off of the child is changing because of the different instructions and guidelines to follow each year.

*“Dito po sa Mauaque Resettlement talagang pina follow po namin yung age cut-off every year for the enrolment. (TK11a)*  
*“Dissemination of information of early enrolment through posters and/or tarpaulin as a campaign procedure”. (TK13a)*

*Table 10. Matrix of Themes and Categories Describing the Insights on the Implementation of the Kindergarten Act of 2012*

<b>Themes</b>	<b>Categories</b>	<b>Codes</b>
Insights on the implementation of Kindergarten Education Program	Inclusive education	Special needs Gifted children Class size

Table 10 presents the insights of key informants on the implementation of Kindergarten Act of 2012. The key informants expressed their desires to make the implementation of the Kindergarten program in their school to be inclusive. The key informants would like to have a program for gifted children and for children with special needs. The key informants even mentioned their willingness to undergo training to cater on these children with special needs.

*“The best qualities of the school are the strong foundation for learning in early years for the children who are fast learners and will also have a program for the pupils with disabilities and special needs.”*  
*(TK11b)*

*“There are some of our kinder na magagaling talaga. Kaya naman sa fast learner group or sa SPED class namin sila nabibilang lahat.” (TKI4b)*

*Meron po kaming mga student na may special needs din. Basta tanggap lang kami kasi di naman pwedeng I decline yung bata. Ginagawaan na lang namin ng paraan. (TKI5b)*

*“Sana magkaroon kami ng mga training kung paano I handle yung mga ganitong bata. Nakakaawa kasi sila kung isinasama namin sila sa mga normal na bata. Pero may inclusive education na.” (TKI4a)*

*Table 11. Matrix of Themes and Categories Describing the Teaching Methodologies and Strategies of Kinder Program*

<b>Themes</b>	<b>Categories</b>	<b>Codes</b>
Teaching methods and strategies	Medium of Instruction Instructional Materials Class Schedule	MTB-MLE Medium Instruction Localized ICT Block of Time

Table 11 presents the methodologies and strategies in the implementation of Kindergarten program. The key informants adhered to the provision of the Kindergarten Act of 2012 that mother tongue in Filipino not in Kapampangan should be the medium of instruction following the survey among the informants which resulted to Filipino as their language spoken at home. Consequently, they find the use of localized materials to be effective and economical. This goes to show that there are rich resources in the community which the key informants make use of. This is also a manifestation of the creativity and innovativeness of the teachers.

*“We strictly follow the three-hour shift per class”  
TKI1c*

*“Ang medium po namin Tagalog-Filipino kasi karamihan Tagalog na ang mga kinder namin. Pero pag po Minsan samut- samut na rin. Pag nagkapampangan ka po kasi di nila masyadong naiintidihan.” TKI2c*

*“Eya pu effective kasi ing Kapampangan na gamitan sa class po namin. Nalilito po kasi sila kung anong gagamitin kung tagalog o kapampangan, kapa gkwentuhan kapamangan, kapag sa classroom tagalog ang*

*ginagamit.” TKI3c*

*“Ang mga bata po kasi kung maraming nakikitang laruan at manipulatives mas magandang matuto. Kaya naman po ang principal namin gumawa Ng paraan sa school at maraming visual materials kaya kami ang nagtutulungan sa paggawa ng mga materials.” TKI4c*

*Mas maganda kami ang gumagawa kasi alam naming Kung ano ang gusto ng mga bata.” TKI5c*

*Table 12. Matrix of Themes and Categories Describing the Assessment Processes and Styles*

<b>Themes</b>	<b>Categories</b>	<b>Codes</b>
Learning Assessment	Frequency of Assessment Progress Report	Quarterly Assessment Portfolio ECD Checklist Promotion

Table 12 presents the assessment processes and styles. The key informants strictly follow the guidelines on assessment procedure of the Kindergarten Act of 2012. The key informants believed that every child is unique; thus, they use differentiated instruction and assessment to their pupils. Key informants also showed deep concerned to each of their pupil. This is evident in their claim that they call for a regular parent conferences and meetings to report on the progress of their pupils on a daily, weekly, monthly and quarterly basis or as the need arises.

*“We follow DepEd order #8 on the assessment of the children. Itamu pu ing gagamitan me bawal po kasi ang mga iba.” TKI3d*

*“Meron po kaming differentiated instruction na tinatawag. Kasabay noon ay ang differentiated assessment. Kaya dapat kilala mo talaga ang mga student mo. “TKI2d*

*“Parent-teacher meeting namin. Every quarter Meron kaming PTA meeting kung saan nairereport Naming sa mga magulang ang development ng bata. Aside po doon meron din kaming mga contacts Sa mga parents at ipinapatawag naming kapag kailangan talaga.” TKI5d*

*Table 12. Matrix of Themes and Categories Describing the Classroom Environment*

<b>Themes</b>	<b>Categories</b>	<b>Codes</b>
Classroom Environment	Completeness of Facilities	Play Area

Size of Classroom Classroom Location	Wash Area Potable Water Permanent Classroom
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Table 12 presents the classroom environment. The key informants are fully aware of the need for various facility requirements of Kindergarten program as stipulated in the Kindergarten Act of 2012. Since the school cannot provide all the needs, the key informants use their creativity and innovativeness to meet the needs of their pupils. The key informants and the school principal created a play area inside the school and inside their respective classrooms. They also show concerned on the safety of their children that is why the classrooms for kindergarten are located at the ground floor near the gate as stipulated on the implementing rules and regulations on the Kindergarten Act of 2012.

*“Ang Kindergarten Act of 2012 ay malawak at ideal, Kaya lang po, enaman egana-gana agyu na ning Government ilage, kaya gagawang paralan.” TKI 5e*

*“Maliit lang ang playground namin, kaya ang ginagawa Naming ay i-convert ang classroom into a playroom kapag Talagang kailangan namin.” TKI3e*

*“Mataas po ang taste ko sa classroom kaso hindi naman ako mayaman para magpagawa ng mga Rooms for my pupils”. TKI4e*

*“Pero sabi po ni madam may gagawing bagong mga rooms. Sana po para sa mga kindergarten” TKI1e*

*“Meg request kami pu na palaging sa ground floor ang mga rooms for kindergarten. Para walang sabal-sabal kareng pupils.” TKI 5e*

*Table 13. Matrix of Themes and Categories Describing the Best Qualities of the Kindergarten Program*

<b>Themes</b>	<b>Categories</b>	<b>Codes</b>
Qualities of the Program	SPED Program Standard Class Size	Progressive Child-centered Blocks of Time Strong Foundation

Table 13 presents the best qualities of the Kindergarten program as perceived by the participants. It is good to know that the participants find the SPED Program beneficial to the children. They believed on the purpose of the program whose focus is the learner and that the recommended standardized class program called “Blocks of Time” has a strong foundation that builds a progressive future.

*“Maganda ang SPED program naming swak sa needs ng mga bata-kinder.” TKI2f*

*“Saming mga teacher. Madali kasi meron na syang standardized na schedule yung Blocks of Time. Yun ang ginagamit namin.” TKI3f*

*“Naka focused naman ito sa mga kinder pupils. Kung baga child-centered siya. Progressive and Innovative in nature pa, ang galing lang at masayang Magturo.” TKI5f*

*“Child-friendly and Kindergarten program.” TKI1f*

*Table 14. Matrix of Themes and Categories Describing the Viewpoint of Teachers on the Part/s of the Program that Need/s Revision*

<b>Themes</b>	<b>Categories</b>	<b>Codes</b>
Program Weakness	Teaching Reading and Writing Reformulation of the Program	Psychomotor Skills Reading Skills Writing Skills Communication Skills Teacher Aide Catch-up Program
Problems Encountered	Parental Involvement Retention and Promotion Financial Support Policy Maker Program Implementer Separation Anxiety	No Show Parents Budget for IMs Mass Promotion Drop-out Rate Single Parent Cases

Table 14 presents the viewpoints of teachers on the part/s of the program that need/s revision. The key informants being the implementers of the program are more adept to what is happening in the field. They think that kindergarten program should not only focus on developing psychomotor skills of the learners but should also include developing early reading and writing skills of the learners and strengthen the 3Rs. Moreover, the key informants find the need of a teacher aide inside their classroom as partner teacher. On the other hand, they find catch-up program as an excuse for parents not to enroll their children in the regular Kindergarten program at the age of 5 and find the abrupt changes of dates of enrolment every year to be problematic.

The key informants being the key implementers of the program find the need for mandatory involvement of parents in the education of their children and the parents’ deep concern and expertise in molding their children. Thus, the need for financial assistance in the preparation of instructional materials is also beneficial to them. The key informants believed that more instructional materials yield more learning and more fun inside the classroom environment. The key informants are a little bit confused with the retention and promotion of the learners. They are alarmed with the present policy that according to them promotes “mass promotion.” As a whole, the policy maker and the program implementer should work hand-in-hand for the development of the program.

*“The log between the policy makers and the program*

*Implementers has some issues on it. But, the program is beautiful. The writing, reading and psychomotor skills of the kindergarten pupils are being taught to them. Also, the policy is different from the real set-up of the Classroom, some of these are time, rules and regulations And most especially change of age cut-off every year in In entering school.” Kailangan talaga namin ng Teacher aide para may katulong kame. TK11g*

*“Ang mga parents po kasi expected na nila kapag natapos ng kinder ang kanilang anak marunong ng magbasa at magsulat. Kaya dapat tulungan diba” TK13g*

*“Dapat talaga magtulungan, kaya ang lagi naming habilin sa mga magulang, sopan yu kami pu kareng anak tamu, para mas masaugli ing pamagaral da. At mas maging madali ang pag progress ng mga bata.” TK15g*

*“Ang mga problema na nararanasan ko sa Pagpapatupad ng program para sa kindergarten Ay ang pabago-bagong edad, buwan kung Kailan dapat pumasok ang mga bata at Sana magkaroon ng budget para sa pagbili ng mga visual materials at Instructional materials para sa kinder. kahit may localized IMs kami. Iba pa rin yung may mga manipulatives na talagang heavy duty.” TK14g*

*“Separation anxiety is being observed among The kindergarten pupils at 4 years old palang. “Mass Promotion” ang dating sa school kapag Walang bumabagsak na student, yan ang tingin nila. May point, pero kame may remedial at dapat ready Ang mga bata sa pag-aaral nila, kaya kailangan Ng tulong mula sa magulang, kaso minsan walang Parents, kawawa ang mga bata, hindi pa ready Pinapapaso kana.” TK12g*

## **Conclusion**

The following conclusions are drawn from the findings of the researchers:

1. The Republic Act No. 10157 also known as the Kindergarten Education Act of 2012 is the guiding life of the school. Thus, the difficulty in budget allocated and financial support in the instructional materials and school physical facilities poses a challenge in meeting the desired outcomes in general.
2. The perspective of the parents showed satisfaction on the school's implementation of Kindergarten as manifested from their responses in the survey. However, some parents are not well aware of the different activities being done in the school.

Teachers and parents are one in claiming that beginning reading and writing skills should be introduced in the Kindergarten program. They also find the use of mother tongue (Filipino) as a medium of instruction as effective.

3. Perspective, viewpoints and recommendations of the Kindergarten implementers should be taken into consideration in the reformulation of the program and for the enhancement of the policy.

## **Recommendations**

Based on the conclusions, the following recommendations are offered:

1. The Republic Act 10157 also known as the Kindergarten Education Law must be made available and be discussed to all the stakeholders during an assembly and/or PTA homeroom meeting for further enhancement of the act.
2. The policy maker and the implementers of the act should revisit the said program and set enhancement schedule for its revisions to fit the needs of the Kindergarten pupils and the so called 21<sup>st</sup> century learners and have special provisions on the different learning environment of the target schools.
3. The intensive participation of the parents should be implemented and be included in the program and activities of the school. Thus, the parent expertise should be taken into consideration for the involvement of such.
4. The revision of the act should be participated by the Kindergarten teachers who can share their expertise in the real-life encounter.
5. The school principal/head should strengthen the networking and linkages to address the needs of the provision/school's requirements and to meet their desired goals.

### **International Recommendation for ASEAN Integration**

1. On Kindergarten curriculum. Mr. Conrad M. Buerkley went to Singapore and scheduled a benchmarking activity in one of the kindergarten schools there. The said benchmarking is beneficial to the college on the following format of their curriculum: (a) All About Me; for the first quarter (January – March); (b) All Around Me; for the second quarter (April – June); and (c) The Animal Kingdom; for the third quarter. Singapore's Kindergarten curriculum runs for nine (9) months as compared to its local counterpart which runs for 10 months.
2. On Kindergarten Instruction. Teaching Methodologies and Strategies. Thematic instruction was used in every quarter of their curriculum.
3. On Kindergarten Assessment. Observation method was being used by the teachers as instructed by their school administrator.
4. On Kindergarten Learning Space. Child-friendly environment was being used inside their classroom; partitioning their classroom setting was very evident to maximize the space of their classroom.



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17. **International Bench-Marking Activity/ Visitation** By: Conrad M. Buerkley (Researcher) @ LICdo School House. "Little Children Can Do". E-mail:contact-bedok@licdo.com.sg/managed by: licdo@Bedok Preschool TEAM, Pte., Ltd.

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